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ABSTRACT

The 20 institutions in Illinois recognized by the NCATE (National Council for Accreditation of Teacher Education) were surveyed to determine what programs for teacher induction are presently in place. Thirteen institutions responded with some description of their Teacher Induction Program. These descriptions vary in scope and content. The other seven institutions have yet to develop programs, although all representatives indicated a concern and interest in the problem. Most of the seven implied that informal activities constitute their response to former students who are in their first year of teaching. This document contains the descriptions provided by representatives of the 13 responding institutions. A review of the descriptions yields the following information: geographically, many areas of the state are not being served; funding is limited or nonexistent for new or additional activities; for-credit activity is limited; and phone-in-requests and seminars/group meetings are the major activities. (JD)

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TEACHER INDUCTION PROGRAMS IN ILLINOIS

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October 1989

College of Education
Southern Illinois University at Carbondale
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Introduction

There are twenty (20) NCATE-approved institutions in Illinois. These twenty institutions were surveyed to determine what programs for Teacher Induction are presently in place in the Illinois NCATE-approved institutions. This survey was conducted in preparation for a Conference -- Teacher Induction Programs in Illinois -- held at Pheasant Run, St. Charles, Illinois on October 6, 1989.

Thirteen institutions responded with some description of their Teacher Induction Program. These descriptions vary in scope and content. The other seven institutions have yet to develop programs, although all representatives indicated a concern and interest in the problem. Most of the seven implied that informal activities constitute their response to former students who are in their first year of teaching.

This document contains the descriptions provided by representatives of the thirteen programs. A review of the descriptions show that geographically, many areas of the state are not being served, funding is limited or nonexistent for new or additional activities, for-credit activity is limited and phone-in-request and seminars/group meetings are the major activities.

Nancy L. Quisenberry

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RESPONSES TO SURVEY

UNIVERSITY NAME: Chicago State University

ADDRESS: College of Education
95th and King Drive
Chicago, IL 60628

GEOGRAPHIC AREA SERVED: Chicago and south suburbs

PURPOSE: To provide support to first year teachers in the area.

STAFFING: The Office of Field Placement is responsible for the program. Field supervisors respond to requests for seminars and follow-up visits to teachers.

ACTIVITIES FOR PAST TWO YEARS: First year teachers call in to the Office of Field Placement if there are problems. Responses are made by phone,. or field supervisors visit on an informal basis. They provide seminars when requested.

NEEDS IDENTIFIED BY FIRST YEAR TEACHERS: Problems tend to be organizational in nature involving questions of how to work with the principal and other teachers. Questions related to interpersonal interaction are more prevalent than content/instructional questions. Other problems are lack of materials and supplies, age gaps between the new teacher and existing staff, and experiences which shake the beginning teacher's confidence.

PROPORTION OF MINORITIES: Approximately 75 percent. Average age of minorities is 35.

SOURCE OF FUNDING: College of Education resources.

OTHER INFORMATION: Response to inquiries and providing seminars has been in place for some time.

CONTACT PERSON FOR FURTHER INFORMATION: James Z. Chrones

UNIVERSITY NAME: Concordia College

ADDRESS: Teacher Education
7400 Augusta Street
River Forest, IL 60305-1499

GEOGRAPHIC AREA SERVED: Northern Illinois, roughly the region north of Interstate 80.

PURPOSE AND OBJECTIVES: There is no formal statement of purpose or set of objectives for the program beyond the implicit idea of "support."

STAFFING: The Dean of Teacher Education, the Chair of the Education Department, and the teacher's college supervisor for student teaching. Other staff are utilized as needed.

ACTIVITIES FOR PAST TWO YEARS: A Beginning Teachers' Support Workshop is held each fall.

MOST SUCCESSFUL ACTIVITIES: Participant evaluations have been very positive regarding the helpfulness of most of the activities planned for the BTSP workshop.

PROBLEMS ENCOUNTERED:

a. Lack of confidence and/or willingness on the part of appropriate school personnel to do the observation documentation required as part of the program.
b. Fear on the part of the beginning teacher of being observed and evaluated summatively rather than formatively.

NEEDS IDENTIFIED BY FIRST YEAR TEACHERS: Based on our annual surveys of first-year teachers and their principals, the primary range of beginning teachers' problems appear to be:

a. intellectual skills or subject matter knowledge deficiency,
b. problems conveying subject matter to students,
c. control-management-discipline concerns,
d. problems with interpersonal relationships, and
e. inadequate school commitment

PROPORTION OF MINORITIES: About one percent.

SPECIAL NEEDS OF MINORITY FIRST YEAR TEACHERS: None identified.

COOPERATIVE AGENCIES: Co-sponsored the BTSP Workshop with the Board of Christian Education, Northern Illinois District of The Lutheran Church - Missouri Synod. Cooperation in program planning and funding.

SOURCE OF FUNDING: Institutional budget.

OTHER INFORMATION: Discussion with sister colleges to make the program nationwide.

CONTACT PERSON FOR FURTHER INFORMATION: Norman E. Young, Dean
Teacher Education

UNIVERSITY NAME: DePaul University

ADDRESS: School of Education
2323 North Seminary Avenue
Chicago, IL 60614

GEOGRAPHIC AREA SERVED: Metropolitan Chicago

PURPOSE: We are informally providing assistance

CONTACT PERSON FOR FURTHER INFORMATION: Dr. Kenneth Sarubbi, Dean
School of Education

UNIVERSITY NAME: Eastern Illinois University

ADDRESS: College of Education
208 Buzzard Building
Charleston, IL 61920

GEOGRAPHIC AREA SERVED: 75-80 mile radius of Charleston. This area is primarily rural. However, several large cities are included (Danville, Decatur, Champaign/Urbana).

PURPOSE: To provide support to beginning teachers in the EIU region.

OBJECTIVES:

a. Establish an advisory committee consisting of representatives from the university community, public schools, and the Educational Service Region.
b. Provide monthly seminars for beginning teachers in various regional sites. Teachers may, if they choose, earn 1 semester hour of credit for participation.
c. Provide classroom consultations/visits as requested.
d. Establish a workable mentorship program.
e. Explore the use of various technologies in providing support to beginning teachers.

STAFFING: Presently, the Coordinator of the program is the only staff member. Other faculty may be used for classroom visits and/or presentations as necessary and available.

ACTIVITIES FOR PAST TWO YEARS: Several seminars were offered on Saturdays and some classroom visits were conducted by various professors. Additionally, a newsletter was published and disseminated to beginning teachers.

MOST SUCCESSFUL ACTIVITIES: Seminars conducted with the Danville beginning teachers. No measure of success other than teacher and administrator informal feedback has been used. However, a follow-up measure of teacher attitude is planned for future years.

PROBLEMS ENCOUNTERED: One problem is contacting all beginning teachers to let them know about the program. Efforts to reach these teachers early in the year are being made through local superintendents.

NEEDS IDENTIFIED BY FIRST YEAR TEACHERS: Needs are still being assessed. The program has been planned to meet the needs identified through the research. Local needs will be assessed as the year progresses.

PROPORTION OF MINORITIES: Not known

SPECIAL NEEDS OF MINORITY FIRST YEAR TEACHERS: Not known

COOPERATIVE AGENCIES: Currently, the program offering in the Danville area has been planned jointly and is being conducted jointly by the Danville District 118 and EIU. EIU is coordinating a series of monthly meetings and providing faculty for speaking and consulting. The Danville District

is also making its staff available for speaking. The seminars are being offered for 1 semester hour of credit through the Continuing Education Department at EIU.

SOURCE OF FUNDING: Appropriated dollars for the coordinator, tuition charges assist in meeting the expenses for the class.

OTHER INFORMATION: The program at EIU has been revitalized this year at EIU. The coordinator now answers directly to the dean. Plans are being made for more ambitious offerings in the near future. This year, three regional sites for the monthly seminars will be established and the course offered. Teachers who do not wish to earn the credit will be encouraged to attend as many of the meetings as they wish. Additionally, classroom visits will be scheduled as requested. These offerings will be evaluated by the advisory committee and the participants. Follow-up data regarding retention rates and job satisfaction will be collected on the participants as they begin their third and fifth years of teaching.

CONTACT PERSON FOR FURTHER INFORMATION: Dr. Andrew Brulle, Coordinator
Beginning Teacher Program

UNIVERSITY NAME: Illinois State University

ADDRESS: College of Education
533 DeGarmo Hall
Normal, IL 61761

GEOGRAPHIC AREA SERVED: No program at present - materials drawn from faculty induction projects.

PURPOSE: A new program is being initiated in Peoria using a preservice center as a focal point.

STAFFING: Senior faculty were involved in pilot project activities.

ACTIVITIES FOR PAST TWO YEARS: During the past two years, we have concentrated more on the development of collaborative relationships with schools.

MOST SUCCESSFUL ACTIVITIES: Seminar activities for first year teachers in the 1986-1987 pilot project were very successful.

PROBLEMS ENCOUNTERED: The pilot project was begun in September so there was no orientation program to stress organization and management techniques that could prevent classroom problems.

NEEDS IDENTIFIED BY FIRST YEAR TEACHERS: Needs of first year teachers were examined in the planning phase and during the first semester of the pilot project (see Induction Project and letter to school personnel identifying teacher needs).

PROPORTION OF MINORITIES: None

SPECIAL NEEDS OF MINORITY FIRST YEAR TEACHERS: None specific to minorities.

COOPERATIVE AGENCIES: We have worked with Normal CU District #5 and LeRoy CU District #2 in the pilot project. We involved most of the McLean County Schools in the Planning Project in 1986.

SOURCE OF FUNDING: College of Education funds were used for the efforts to date.

OTHER INFORMATION: ISU has submitted a number of proposals to federal agencies and foundations seeking funding for Career Development and Induction Projects. The latest is to FIRST - Fund for the Improvement and Reform of School and Teaching, and is for 1989-1991 funding. We are also working on collaborative projects with several schools in the surrounding area.

CONTACT PERSON FOR FURTHER INFORMATION: Bob Goodall, Acting Director
Clinical Experiences and
Certification Processes

UNIVERSITY NAME: Loyola University

ADDRESS: School of Education
820 N. Michigan Avenue
Chicago, IL 60611

GEOGRAPHIC AREA SERVED: Chicago metropolitan area

PURPOSE: No teacher initiation program. We have talked about a number of ideas that could combine teacher initiation and M.Ed. recruitment.

CONTACT PERSON FOR FURTHER INFORMATION: Diane Schiller

UNIVERSITY NAME: National College of Education

ADDRESS: School of Education
2840 Sheridan Road
Evanston, IL 60201

GEOGRAPHIC AREA SERVED: Greater Chicago metropolitan area.

PURPOSE AND OBJECTIVES: We do not have an intact, formal induction program as such. What we do have are bits and pieces of efforts toward that end. For example, we offer all graduates of our preservice programs the opportunity to enroll in what we call the "Beginning Teacher's Workshop," a 2 semester hour course which meets once each month (evenings) from October-April. They may take this course for free. The course is designed so that beginning teachers can meet and form support groups as well as "cover" issues and concerns (and related materials) pertaining to their first year of teaching. We have recently begun three experimental programs which, although focused on supervision and clinical experiences, have NCE faculty spending large amounts of time in specific schools or districts (and, in the case of one of these, district faculty serving as NCE campus adjuncts). We expect that those students of ours who work within these programs and are hired by the districts involved will become the nucleus of eventual induction components.

STAFFING: The workshop is offered on each of our three campuses and is staffed, at present, by adjuncts. The experimental supervision programs are staffed by combinations of full-time faculty (both core and none-core).

MOST SUCCESSFUL ACTIVITIES: All of these efforts are less than two years old. Success for the workshops is determined by course evaluations and number of registrants; success in the other endeavors will be determined formatively.

PROBLEM ENCOUNTERED: One of the major reasons why we do not have any genuine, focused, wholistic induction program in operation is the lack of financial and physical resources.

PROPORTION OF MINORITIES: Approximately 10-15%.

COOPERATIVE AGENCIES: Our experimental programs are designed and being conducted in cooperation with several school districts in the Chicago metro area.

SOURCE OF FUNDING: No external funding sources.

CONTACT PERSON FOR FURTHER INFORMATION: Dan Marshall
Associate Dean, Preservice Teacher Education

UNIVERSITY NAME: Northern Illinois University

ADDRESS: College of Education
Graham Hall 321
DeKalb, IL 60115

GEOGRAPHIC AREA SERVED: Chicago metroplex area (counties of Cook, DuPage, Lake, McHenry, Winnebago, Boone, Lee, Ogle and Kane).

PURPOSE: The beginning teacher will be provided learning experiences tailored to the needs of beginning teachers, have access to resources not usually available to the beginning teacher, free assistance in either groups or individually for their first two years. This is aimed at increasing the confidence of the beginning teacher, and improving his/her teaching performance.

OBJECTIVES:

1. Provide support to first- and second-year teachers in the form of clinics, information, and personalized assistance if requested.
2. Reduce teacher burnout and dropout.
3. Increase pupil learning.
4. Increase university and public school collaboration in teacher education.

STAFFING: The TIP Program is coordinated by one faculty (no rank) member as part of her administrative duties. The faculty member has secretarial and graduate assistant support. In addition, volunteer faculty members are recruited by the coordinator to make presentations at the beginning teacher clinics and/or provide hotline support. To date faculty have been very generous in sharing their expertise.

ACTIVITIES FOR PAST TWO YEARS: The TIP program consists of four major components: a beginning teacher hotline, a quarterly newsletter, individual assistance (when requested), and beginning teacher clinics. In 1987-88, two beginning teacher clinics were held. In 1988-89, one clinic was conducted. Topics have included: organizing for instruction, classroom discipline, planning for instruction, working with parents, motivation strategies, and "Survival of the Fittest: Darwinian Theory as Applied to the Beginning Teacher." Special area sessions have also been held in business education, foreign languages, biology, mathematics, physical science, social science, art, music, human and family resources, and physical education.

MOST SUCCESSFUL ACTIVITIES: The most successful aspects of TIP have been the clinics and the newsletters as measured by end of clinic evaluations. A survey is contained in the latest newsletter which attempts to solicit a broader evaluation of the program.

PROBLEMS ENCOUNTERED: Implementation has been less of a problem than attendance. Because of logistical considerations, clinics are held on campus. It is suspected that some teachers do not wish to travel the distance to DeKalb. Cost of the clinic is not a factor as they are free. Distance, at times, also plays a role in providing individual assistance, especially when a beginning teacher calls from 300 miles away.

NEEDS IDENTIFIED BY FIRST YEAR TEACHERS: NIU has not surveyed beginning teachers to determine needs, but has predicated the program on current induction research. We have used the needs of beginning teachers as identified by Veenman (1984) as the starting point of the program. However, beginning teachers who have attended a clinic are asked to identify continuing needs; the survey in the newsletter should also assist in needs identification.

PROPORTION OF MINORITIES: Approximately three percent of first-year teachers from NIU are minority.

SPECIAL NEEDS OF MINORITY FIRST YEAR TEACHERS: None

COOPERATIVE AGENCIES: TIP has been strictly an in-house operation. Because of the number of students (approximately 1,000 "TIPsters" are mailed) it is nearly impossible to contact the more than 300 school districts in which they work. A number of inquiries have been made by regional superintendents with regard to providing speakers for county inservice days. DeKalb County has offered to include a special strand of programming for beginning teachers during their county inservice day. We have begun to work on this project with the regional office and the local school district. A representative from ESR #8 and the TIP Coordinator attempted to establish a cooperative agreement to provide induction services to area teachers, however, the proposal was not funded.

SOURCE OF FUNDING: No specific funds are earmarked for the TIP program. The Office of Clinical Education and Student Services administers the program and has assumed the cost. Currently, costs for the program are limited to the printing, duplication and postage for the newsletter. As noted elsewhere, the coordinator and faculty are volunteer and assume responsibility under their other duties and responsibilities.

CONTACT PERSON FOR FURTHER INFORMATION: Laura Frankiewicz, Coordinator
Teacher Induction Program

UNIVERSITY NAME: Roosevelt University

ADDRESS: College of Education
430 South Michigan Avenue
Chicago, IL 60605

GEOGRAPHIC AREA SERVED: Chicago area

PURPOSE: No formal program in place at this time.

ACTIVITIES FOR PAST TWO YEARS: Informal gatherings have taken place.

CONTACT PERSON FOR FURTHER INFORMATION: George Olson
Dean, College of Education

UNIVERSITY NAME: Southern Illinois University-Carbondale

ADDRESS: College of Education
Carbondale, IL 62901

GEOGRAPHIC AREA SERVED: SIUC serves the 13 southernmost counties in Illinois.

PURPOSE: The purpose of the SIUC program is to provide support and assistance to beginning teachers who have requisite ability and personal attributes for becoming successful teachers and professionals.

OBJECTIVES:

1. To provide support and assistance necessary to develop those beginning teachers who enter the profession and who have the requisite ability and personal attributes to become successful teachers.
2. To promote the personal and professional well-being of beginning teachers.
3. To promote professional growth.
4. To help beginning teachers develop security and confidence to improve their teaching, to encourage them to remain in the profession, and to eliminate the isolation they might experience.

STAFFING: The Coordinator of Professional Education Experiences and the Director of the Teaching Skills Laboratory have primary responsibility. Approximately 65 departmental faculty are available through the Hotline Service.

ACTIVITIES FOR PAST TWO YEARS: Initial activities included the Hotline Service and meetings with students. Plans are to institute a newsletter and expand plans for on-campus meetings.

MOST SUCCESSFUL ACTIVITIES: Meetings with groups of first year teachers at regional county institutes was successful. Success determined by numbers who attended and involvement.

PROBLEMS ENCOUNTERED: The logistical problems of meeting a few number of new teachers spread over a large geographical area was a major problem. Area schools hire very few new teachers.

NEEDS IDENTIFIED BY FIRST YEAR TEACHERS: Adjustment to students, communications with administrators, and time demands are areas of primary concern.

PROPORTION OF MINORITIES: Negligible in the 13 county area.

SPECIAL NEEDS OF MINORITY FIRST YEAR TEACHERS: None identified

COOPERATIVE AGENCIES: Regional superintendent offices have assisted in the identification of new teachers and facilitated contact at institute meetings. The Education Service Center #18 has been contacted regarding the possibilities of jointly funded projects, also.

SOURCE OF FUNDING: All funds for travel, printing, telephone, etc. have come from existing operational monies in the college. No additional personnel monies have been allocated.

OTHER INFORMATION: Two services are provided: A Hotline Brochure is distributed to all new teachers in the 13 county area. Over 60 faculty are listed representing all areas of the curriculum. New teachers are invited to call these faculty if they have questions or experience problems. The second service is available in the Teaching Skills Lab. New teachers are invited to send a videotape of their teaching with a description of the problem or concerns they have. The tape is reviewed and recommendations are made to the new teacher.

CONTACT PERSON FOR FURTHER INFORMATION: William Norris
College of Education Student Services

UNIVERSITY NAME: Southern Illinois University-Edwardsville

ADDRESS: School of Education
Box 1049
Edwardsville, IL 62026

GEOGRAPHIC AREA SERVED: Fifteen counties in southwestern Illinois. Jacksonville to Hillsboro to Nashville to Chester surround the area.

PURPOSE: Provide first year teachers or teachers new to their district with the support needed to make their induction successful.

STAFFING: Don Baden, Coordinator of Project for Excellence in teaching directs the BEST (Beginning Educator Support Team) program. Approximately 60-70 faculty serve as university mentors for the new teachers. In most cases, this involved 2-3 on-site visits per year.

ACTIVITIES FOR PAST TWO YEARS:

a. Orientation meetings for administrators, mentors and university professors involved in the program.
b. Monthly seminars for BEST teachers.
c. Individualized meetings for each of the 60 BEST teams.

MOST SUCCESSFUL ACTIVITIES: The setting up of BEST teams is the key to program success, especially the selection of an effective mentor by the school district. Monthly seminars have been generally successful based on participant evaluation. A study of the 1988-89 BEST teachers was completed by Dr. Barbara Divins strongly supporting the mentor phase of the program in particular and the entire program, in general.

PROBLEMS ENCOUNTERED: Once teams were set up, some principals did not call the team together, so some meet rarely or not at all. Some faculty were upset that there did not seem to be a great interest of the local administrator in using the program beyond solution of a mentor and use of provided substitute days.

NEEDS IDENTIFIED BY FIRST YEAR TEACHERS: Teachers and their administrators have been asked annually to identify their needs. Typical inclusions are classroom management, motivating reluctant learners, school law, dealing with parents, etc.

PROPORTION OF MINORITIES: Of the 200 inductees over the past four years, six have been black.

SPECIAL NEEDS OF MINORITY FIRST YEAR TEACHERS: None identified

COOPERATIVE AGENCIES: Cooperation has come from many schools in the area. We also had an SIUC professor who worked with the program one year.

SOURCE OF FUNDING: Internally, reallocated state funds of about $12,000 per year.

CONTACT PERSON FOR FURTHER INFORMATION: Don Baden, Coordinator
Project for Excellence in Teaching

UNIVERSITY NAME: Western Illinois University

ADDRESS: College of Education
Horrabin Hall 76
Macomb, IL 61455

GEOGRAPHIC AREA SERVED: Eight areas in Illinois and Iowa - Chicago and suburbs, Quad Cities, Macomb, West-Central Illinois, Southeastern Iowa, Peoria-Pekin, Springfield, and Jacksonville-Pittsfield-Quincy.

PURPOSE: The purpose of the Field Initiatives to Improve Teaching (FIIT) program is to guarantee that WIU graduates who assume teaching positions in geographic areas served by the university will be afforded assistance in developing their teaching skills, and in adapting to their professional teaching roles and overcoming barriers that they may encounter as they enter into teaching.

OBJECTIVES:

a. Assisting selected schools in addressing the needs identified by beginning teachers and their supervisors and administrators.
b. Developing a partnership between the local schools and the university through which assistance may be made available to beginning teachers.
c. Providing support services to local schools to better assure the success of beginning teachers.
d. Offering services to graduates of Teacher Education Programs of other universities with whom WIU may develop reciprocal agreements and finally, within the time and resources available, to other beginning teachers employed by partnership schools.

STAFFING: Currently, twelve resident coordinators are available for staffing the FIIT Program. Other university faculty respond to specific requests for assistance when requested by the resident coordinator. The resident coordinator is responsible for supervising student teachers in the region to which he/she is assigned.

ACTIVITIES FOR PAST TWO YEARS:

A. Identification - Three phases of identification have evolved. During the first year, students were handed cards at graduation time and asked to return the cards. The information provided included the school address and type of assignment of initial employment. During the second year, the WIU Placement Office provided school addresses where graduates were employed. Administrators in these schools were contacted and asked to provide information about the newly employed teacher. Currently in use is the annual list of first year teachers provided by the Illinois State Board of Education which identifies the location of the new teachers employment and the type of assignment.
B. Program Delivery - The resident coordinator visits all new teachers in their assigned region. As the new teacher identifies problems, the coordinator meets with the supervisor, administrator and the new teacher to find ways of resolving the problem. If needed, additional help is sought from the university.

C. Evaluation of Expectation-Results - Joint meetings are held between all parties to ascertain the degree of success of the activities.

MOST SUCCESSFUL ACTIVITIES: The most successful activities have resulted from the reassignment of beginning teachers to responsibilities more in line with their preparation. The successes have been measured by personal growth, observed by supervisory personnel, and continued employment by the school district.

PROBLEMS ENCOUNTERED: Identification of the location of the first year teacher's job placement; getting the beginning teacher to identify problems early on so that solutions can be found before the problem gets out of hand; getting active participation in the program by those who need it.

NEEDS IDENTIFIED BY FIRST YEAR TEACHERS:

A. Content preparation for the teacher with little or no experience in a given subject area, i.e. a teacher prepared to teach biology assigned to teach physics, a math teacher trained to teach in the upper grades assigned to teach grades 6 and 7.
B. Classroom management techniques at a level where the new teacher had had no experience, i.e. a teacher who practice taught in an upper grade assigned to a lower grade.

PROPORTION OF MINORITIES: Approximately 5%

SPECIAL NEEDS OF MINORITY FIRST YEAR TEACHERS: None identified

COOPERATIVE AGENCIES: This program is available to all private and public schools in the regions outlined above. As indicated under objectives, partnerships are established with those schools which have new teachers.

SOURCE OF FUNDING: Each semester a portion of the resident coordinator's teaching load is assigned to the FIIT Program if they have new teachers in the region they supervise. Funding for the program is through expenditures from the personnel budget.

OTHER INFORMATION: After four years of operation, the program enjoys minimal participation of newly employed teachers.

CONTACT PERSON FOR FURTHER INFORMATION: Don Hamilton
Dean's Office, College
of Education

UNIVERSITY NAME: Wheaton College

ADDRESS: Department of Education
501 E. College Avenue
Wheaton, IL 60187-5593

GEOGRAPHIC AREA SERVED: Most of the United States and a few foreign countries

OBJECTIVES: We have no formalized program. Our practice has been to respond to requests for assistance.

STAFFING: All faculty have advised students by phone. All have responded in person to requests by graduates in the greater Chicago area. One speaks at numerous alumni clubs in the U.S. and overseas and meets with graduates who request his help.

ACTIVITIES FOR PAST TWO YEARS: No formal activities. Numerous workshops for teachers in this and other areas have been conducted but they are not limited to Wheaton graduates.

NEEDS IDENTIFIED BY FIRST YEAR TEACHERS: The major problem from our graduate surveys is classroom management.

PROPORTION OF MINORITIES: About 1% a year

SPECIAL NEEDS OF MINORITY FIRST YEAR TEACHERS: None identified

SOURCE OF FUNDING: No funding

CONTACT PERSON FOR FURTHER INFORMATION: Richard C. Turner, Chair
Education Department

SURVEY QUESTIONNAIRES

Teacher Induction Programs in Illinois

One of the purposes of the first meeting regarding Teacher Induction in Illinois will be to share as much information as possible about the programs at our 20 NCATE institutions. If you, or a staff member, will respond to the twelve items below, I will compile a document for our use at the October 6 meeting. Please respond to as many items as you can with enough detail to help others understand how your program works. In order to have this information printed by NCREL prior to October 6, I will need your response by August 20. An earlier response would be appreciated.

1. Please describe the geographic area your program serves.

2. Please state the purpose of your first-year teacher program and list any objectives you have set for the program.

3. Please describe the staff utilized in this program. Include faculty who serve as phone consultants, etc.

4. Please list the activities planned for your program for the past two years.

5. Describe the most successful activities and define your measure/determination of success.

6. Describe the problems you have encountered in implementing your program.

7. If you have identified the needs of first-year teachers in your program, please list.

8. Please identify the proportion of your first-year teachers that are minorities?

9. Have you identified any special needs of minority first-year teachers?

10. List and describe the agencies, schools or other institutions with whom you have cooperated on this program and describe the nature of your cooperation.

11. What has been the source(s) of funding for your beginning teacher program?

12. Please add any other pertinent information.

Please return to: Dr. Nancy L. Quisenberry
Dean's Office
College of Education
Southern Illinois University
Carbondale, IL 62901

List of Illinois NCATE Institutions

Augustana College

Bradley University

Chicago State University

Concordia College

DePaul University

Eastern Illinois University

Elmhurst College

Greenville College

Illinois State University

Loyola University

Mundelein College

National College of Education

Northeastern Illinois University

Northern Illinois University

Olivet Nazarene University

Roosevelt University

Southern Illinois University at Carbondale

Southern Illinois University at Edwardsville

Western Illinois University

Wheaton College